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ABSTRACT

This training package is designed to assist postsecondary education staff to understand the vocational rehabilitation philosophy, mandates, and process, and conversely, to assist vocational rehabilitation counselors to understand postsecondary education's philosophy, mandates, and student issues. It is intended to provide sufficient information to enable a two-way dialogue that results in issue identification, planning, problem resolution, and productive working relationships. The package provides all material necessary to conduct a three-hour workshop. Specifically, the materials address: (1) historical highlights of vocational rehabilitation; (2) the purpose and expectation of vocational rehabilitation; (3) the purpose and outcome expectation of postsecondary education; (4) vocational rehabilitation eligibility criteria; (5) definition of disability; (6) assessment; (7) informed consumer choice; and (8) confidentiality of educational records. The package includes a manual that provides an agenda, a pretest, and an evaluation form, along with transparency masters, handout masters, and a 33-minute videotape recording on vocational rehabilitation and practical applications. The first part of the approximately 30-minute video (Connections I: Vocational Rehabilitation Overview (9:26 min.) and Connections II: Practical Applications (23:15 min.) discusses referral to vocational rehabilitation, assessment, eligibility, the focus on employment outcome, and informed consumer choice. The second part of the video discusses the services that vocational rehabilitation programs may provide and the necessity of agency coordination. (CR)

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ED 449 620

Connections: Vocational Rehabilitation & Higher Education—Jointly Serving Consumers Who Are Deaf or Hard of Hearing [Training Package]

Patricia A. Tomlinson

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CONNECTIONS

Vocational Rehabilitation & Higher Education –
Jointly Serving Consumers
Who Are Deaf or Hard of Hearing

EC 308226

CONNECTIONS

Vocational Rehabilitation & Higher Education –
Jointly Serving Consumers
Who Are Deaf or Hard of Hearing

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The contents herein do not necessarily represent the Department of Education's policy nor endorsement by the Federal Government. The document is current only as of publication date and does not reflect legislative changes or mandates subsequent to that date.

NTID Acknowledgments

This training package is a cooperative effort between many individuals who are invested in the postsecondary educational success of students who are deaf and hard of hearing. The Northeast Technical Assistance Center (NETAC), located at the National Technical Institute for the Deaf (NTID), a college of Rochester Institute of Technology, spearheaded the development of these materials in conjunction with professionals from both NTID, vocational rehabilitation, and other knowledgeable experts in the fields of education and VR.

The resulting materials will strengthen the relationship between VR personnel and school administrators, both of whom share the common goal of wanting today's students to succeed.

We hope that these materials will facilitate further access and accommodation of students who are deaf and hard of hearing in today's challenging and exciting academic environments.

Dr. Robert Davila
Vice President, NTID

Dr. T. Alan Hurwitz
Dean, NTID

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Introduction

Background/History

In the mid 1980s, the Council of State Administrators of Vocational Rehabilitation's (CSAVR) Committee on Deafness developed cooperative agreements with the National Technical Institute for the Deaf (NTID) and Gallaudet University. In the course of developing these agreements, it became apparent that higher education personnel working with Vocational Rehabilitation (VR)-sponsored students who are deaf or hard of hearing did not necessarily understand the VR process and requirements. It was also noted that VR counselors did not understand confidentiality and other higher education mandates. In an effort to improve this communication and coordination, New York VR staff began conducting annual orientation/training sessions with NTID staff members.

As a result of this experience, the CSAVR Deafness Committee asked NTID to work with them to develop a package that could be used generically throughout the country in postsecondary programs that work with VR-sponsored students who are deaf or hard of hearing.

The resultant "Connections" manual and videotape package, published in 1987, was extremely well received by both postsecondary institutions and VR agency staff. It dealt with issues that had been identified as problematic, and with the new mandates of that time, such as the Individualized Written Rehabilitation Program (IWRP).

In 1996, NTID was awarded a grant that established the Northeast Technical Assistance Center (NETAC). One of the Project's commitments was to update the "Connections" package.

Purpose

The package is designed to assist postsecondary education staff to understand VR's philosophy, mandates, and process, and to conversely assist VR counselors to understand postsecondary education's philosophy, mandates, and student issues.

Its intended use is to provide sufficient information to enable a two-way dialogue that results in issue identification, planning, problem resolution, and a productive working relationship.

The bottom line is to bring VR and postsecondary staffs together in a cooperative working relationship that results in maximum student inclusion and optimal educational and employment outcomes for students with any degree of hearing loss.

Utilization

The training package provides all materials necessary to conduct a three-hour workshop. Initially, NETAC will be the lead agency, with coordinators from regional centers targeting programs, making necessary contacts and arrangements, and conducting the training. The package is structured, however, so that the initiative and coordination can in the future be taken by either VR or postsecondary education personnel.

Intended Audience

Two levels of educational programs should be considered for participation: those that *already* serve students with hearing loss (and thus have some experience with communication accommodations, etc.) and those who are interested in *beginning* to serve such students. Issue identification will vary greatly between these groups, and planning for workshop follow-up activities will take on a different flavor and intensity.

It is important that a proper mix of persons who will be responsible for workshop follow up be present:

- In the case of VR, this would include counselors (and their immediate supervisors) who might potentially send students with hearing loss to the educational institution targeted for the training. It is critical that the VR state coordinator of services for the deaf/hard of hearing (SCD) be included in the initial contact and program to be sure that the VR state administrative office is on board and in agreement with the basic training program as presented. If the state does not have an SCD, the person in charge of field services should be contacted to attend or send the appropriate representative.

- In the case of postsecondary education, participants should be based on the amount and nature of their contact (or projected contact) with students who are deaf/hard of hearing. They might include persons from: the disability support office; the ADA compliance office; the registrar's office; the billing office; financial aid; the academic advising office; or the faculty. As with VR, it is important that the initial contact be with someone who has a level of authority high enough to command sufficient resources and targeted audiences for the workshop.

NETAC will conduct the initial workshops. They have already identified VR and postsecondary programs that are appropriate to this training package, and have developed supplemental training programs and materials that can be offered as individual group follow-up indicates.

Marketing the Program

The workshop should be publicized to all audiences who could potentially benefit. Some of the ways to do this include:

- Brochures describing the program have been developed and are included in this package. (An additional supply can be secured from NETAC, Peterson Hall, 52 Lomb Memorial Drive, Rochester, NY 14623.) This brochure can be distributed to postsecondary education programs and VR field and administrative offices.

- NETAC Site Coordinators in each state can contact those programs currently serving deaf and/or hard of hearing students that they have identified, and market to others that potentially can do so.

- VR can be contacted directly to identify need. Since different staffing structures exist in different states, the persons with whom to meet will vary, but might include: SCD; counselors for the deaf/ hard of hearing; and regional or statewide supervisors or managers.

- In states that have an Office (Commission/ Division) on the Deaf and Hard of Hearing, the workshop might be advertised through a newsletter.

Workshop Preparation

Participant Identification & Confirmation

Lead persons should be identified at both the participating education program(s) and VR office(s). These persons should have sufficient authority to designate workshop participants and to ensure their participation. They should be asked to provide the name and address of each person designated for workshop attendance. All further correspondence should be sent and received by the workshop trainer/coordinator in order to maintain control over deadlines, necessary follow up, and in order to have timely numbers and accommodation needs information. Lead persons should be kept apprised of progress and any participant problems that arise that may need their intervention.

Participant Registration

Identified participants should be sent a letter with details of date, time, and location, along with the brochure that describes the workshop.

See "Participant Registration Form" *(H-1)*.

Site Requirements

Size

If possible, get a room on site at the postsecondary education campus or school facility. Secure a room large enough to accommodate the number of registered participants, with breakout room capacity if more than one educational program will be in attendance. Make extra space allowance for interpreters and/or CART reporters and screens/monitors, and wheelchairs that may be present.

Seating Arrangement

It is important to model ideal seating for inclusion of persons with hearing loss–even if none are in attendance–i.e., an arrangement whereby all participants can see each other's faces, and where they are not looking into windows (without shades) or mirrors. If interpreters and/or computerized captioning (CART, CAN, C-Print) is used, persons needing these accommodations must have seats where they can access/see their particular mode. If assistive listening devices (ALDs) are used, microphones must be provided in sufficient numbers and locations that provide ease of total group participation.

Lighting
This can get tricky if both interpreters and computerized captioning with a projection screen are used. There must be sufficient light on the interpreter, while not having too much light on the projection screen. One way to avoid some of this problem is to use personal computers or television monitors to view the captioned script.

Accessibility

Communication–If participants with hearing loss are present, their preferred mode of communication must be accommodated (interpreter, CART/CAN/C-Print, assistive listening device).

Carefully attend to the 15 questions asked on the "Communication Access Checklist" (p. 7).

Visual–If persons with visual loss are present, their individual needs must be accommodated. Visual materials (registration form, planning worksheet, handouts, evaluation forms) must be provided in their preferred mode (Braille, large print, or audiotape). On-site written material (flip chart, small group recording) must be read in entirety by the trainer/ group leader, or a reader provided.

Wheelchair–Since most persons are familiar with these mandates, they will not be repeated here.

Food–(if planned) Check for special diets under "accommodations needed" in case there are persons registered who have sugar, gluten, or other dietary restrictions. Provide decaffeinated as well as caffeinated beverages. Provide sugar substitute as well as "real" sugar.

Showcasing Communication Access

In order to give workshop participants real experience in using communication accommodations, use interpreters, computerized captioning, and/or assistive listening devices when and where possible–even if no one present needs these accommodations. There is no substitute for hands-on experience and modeling of appropriate use, even if only for a short period of time.

Training Equipment & Materials Needs

Equipment:
- Overhead projector and screen
- Flip chart and marker
- VCR (for 1/2" tape) and monitor(s) large enough for all to easily see.

Blank Transparencies on which to copy masters from "Transparency" section of manual.

Pocket Folders equal to the number of participants to include for each person:
- Workshop Agenda *(H-5)*
- Copies of other handouts from "Handout Masters" section of manual and/or copies of Transparencies as felt to be appropriate to the specific group
- List of participants
- Paper and pencil/pen
- Name tag
- Tent Card (if small group around a table)
- Collaborative Planning Worksheet *(H-9)*
- Workshop Evaluation Form *(H-10)*

Communication Access
C H E C K L I S T

- ❑ 1. Are accessibility services listed in all promotional materials and announcements?
- ❑ 2. Does the meeting site have visual fire and emergency alerts?
- ❑ 3. Does the meeting site have accessible public telephones (TTY; hearing aid compatible phone; amplified handset volume control)? Is there signage indicating where these can be found?
- ❑ 4. Have directional signs been posted indicating the meeting location?
- ❑ 5. Have accommodations been secured for all preferred modes of communication (Interpreters; computerized captioning [CART; CAN; C-Print]); assistive listening devices [Infrared; FM; Loop]?
- ❑ 6. Has the computerized captioning reporter been contacted to determine if (s)he will need a monitor(s) provided, and if any special connector compatibility needs are required?
- ❑ 7. Are the computerized captioning screen/monitor/ personal computer and interpreters located where those relying on them have good visual access to them (both presenters and participants)?
- ❑ 8. Is the lighting such that there can be sufficient light on the interpreters while not fading the computerized captioning screen?
- ❑ 9. Is the meeting room glare and distraction free?
- ❑ 10. Are there enough assistive listening devices and microphones for use by all participants who will be speaking (including interpreter voicing)? Are they placed where paper rustling or other extraneous noise will not be a problem?
- ❑ 11. If using infrared, FM, or loop, are receivers available in sufficient numbers (with neckloops, cochlear implant patchcords, silhouettes, and ear phones)?
- ❑ 12. Is accommodation made for questions and comments from the audience? i.e., Move to front of room? Microphones with interpreters in the aisles? Moderator repeat questions?
- ❑ 13. Have interpreters and computerized captioning reporters been given participant names, agenda, and any special meeting vocabulary prior to the meeting?
- ❑ 14. Has someone been designated to do a communication check prior to getting started and a reminder of communication rules that will be observed?

Trainer Notes

AGENDA

Since each trainer's style will differ, we suggest that the person who conducts this workshop make his/her own notes from the following suggestions, and integrate into them the applicable overheads and other supplemental materials that are supplied in the sections of this manual titled, *Transparency Masters* and *Handout Masters.*

Workshop leaders should become familiar with the information in the "Trainer Pre-Test Answer Sheet", pp. 12-14 of this section, since this is where information outlined on the transparencies is detailed.

8:30 - 9 a.m.
Registration, Coffee & Pre-Test

Set up registration table with:

- Name tags
- Sign-in sheet *(H-2)*; and
- "Test Your Knowledge" Pre-Test *(H-3).*

Direct participants to complete the Pre-Test while having their coffee, before the workshop begins, and to hold onto the test for group discussion *(See 9:45 - 10:15 a.m.)*. Transparency T-1 can be placed on the overhead projector for this instruction.

9 - 9:30 a.m.
Communication Check

If anyone in the group has a hearing loss:

- Check to be certain that all communication needs have been addressed adequately.
- Go over communication protocol with the full group *(H-4).*

Housekeeping

- Quickly discuss rest room locations, parking voucher validation, travel reimbursement, or the like.

Introductions (trainer & participant)

- Do not assume all participants know each other.
- Have everyone give name, affiliation, and reason for attendance.
- Be careful to limit the time on this activity.

Workshop Objectives & Workshop Overview

- Introduce and clarify workshop objectives *(T-2)*.
- Briefly go over the agenda of the morning's activities *(H-5)*.

9:30 - 9:45 a.m.
Video - VR Overview

- Introduce Video, Part I: VR Overview. (How VR developed into the program we see today.)
- PLAY VIDEO, PART I.
- Answer any questions
- Bring attention to "Important Legislation" (VR History) Handout for their future reference (*H-7 (a)&(b)*).
  Transparency T-4, can be used as a brief history overview if needed for more in-depth discussion.

9:45 - 10:15 a.m.
Interactive Discussion of Pre-Test
See "Trainer Pre-Test Answer Sheet", p. 12.

Do not rush this activity. It will set the stage for the rest of the program and, if all answers are fully understood by all participants, will shorten discussions that accompany Video Part II.

- Go over questions, discuss, and come to agreement on answers as a group.
- If group is large, break into groups. (Each group should contain both VR and postsecondary representation.)
- Point out "Acronyms" list on H-6.

Questions may emerge that are not addressed on the answer sheet. Rely on the VR and postsecondary expertise in the group for answers. If still unresolved, make a note to address this in the follow-up "Action Plan".

10:15 - 10:30 a.m. **Break**

10:30 - 10:50 a.m.
Video Part II-Practical Applications

- PLAY VIDEO PART II, SECTION 1, and stop tape where cued.

- Related discussion issues may include:
  - Referral to VR (by whom and when)
  - VR assessment *(T-8)*
  - VR eligibility *(T-6 and T-7)*
  - Employment outcome focus
  - Informed consumer choice *(T-9)*

Some of these items will already have been covered during the discussion of the Pre-Test answers. The topics discussed in this segment should therefore be based on the group's need to know.

Transparencies 4, 6, 8, and 9 are available as options to use in discussion and clarification.

10:50 -11:10 a.m.
Continued Video Part II-Practical Applications

- PLAY VIDEO PART II, Sections 2 and 3, and stop tape where cued.

- Related discussion issues may include:
  - Economic need test (if applicable)
  - Financial caps on services
  - Range of services VR may provide
  - Financial aid application
  - Out-of-state sponsorship
  - Necessity for early paperwork coordination between VR, college, and student

Again, some of these items will already have been covered during the discussion of the Pre-Test answers. The topics discussed in this segment should therefore be based on the group's need.

Since there are differences in the ways that states implement the Federal Regulations in some of these discussion areas, trainers will need to rely on VR workshop participants to clarify individual state policies and practices.

Again, because of states' differences, expertise of workshop participants must be solicited.

11:10 - 11:30 a.m.
Continued Video Part II - Practical Applications

- PLAY VIDEO, PART II, Section 4 and stop tape where indicated.

- Related discussion issues may include:
  - Postsecondary program communication access (interpreters, Computer-Assisted Real Time, C-Print, assistive listening devices, and other technology,- notetaking and tutoring)
  - who pays
  - responsibility for securing and coordinating

11:30 - 11:50 a.m.
Coordination & Cooperation

- PLAY VIDEO PART II, Section 5.

- Related discussion issues may include:
  - Student responsibility and need to share records, problems, course changes, etc. with VR counselor
  - Confidentiality laws and mandates *(T-10)*
  - VR purpose vs. Postsecondary Education purpose *(T-4 & T-5)*

11:50 - 12:15 p.m.
Identification of Problems/Issues & Follow Up Training Needs

- Brainstorm and identify VR/postsecondary problems, issues, and training needs unique to this group that need follow up: (Depending on the size and composition of the group, this can be done in small groups or as a total group.)

  - Document each problem or issue
  - List activities needed to reach desired outcome
  - Identify person(s) responsible for follow up
  - Set deadlines

See "Collaborative Planning Worksheet" *(H-9)* that may be useful for recording and monitoring progress toward desired outcomes.
See "Workshop Evaluation Form" *(H-10)* of this section.

12:15 - 12:30 p.m.
Wrap up & Evaluations

See "Workshop Evaluation Form" *(H-10)*.

Test Your Knowledge
TRAINER PRE-TEST ANSWER SHEET

Bulleted comments following each question are intended to assist the trainer to provide insight into the answers, and to assist in leading discussion.

Mark each question T (true) or F (false)

F 1. All high school graduates who have a significant hearing loss are eligible for VR services.

• Most will–but not necessarily.
They must meet VR eligibility criteria:

1) Individual has a disability (by definition of Rehab Act):
- (a) physical or mental impairment which constitutes or results in a substantial impediment to employment &
- (b) can benefit in terms of an employment outcome from VR services.

2) Requires VR services to prepare for, secure, retain, or regain employment.

F 2. VR will pay for any eligible student who is deaf to attend the college of his/her choice.

• All other similar benefits must be considered before VR money kicks in. VR may therefore pay all, part of, or none of the tuition. This does not negate the funding by VR of other services that the consumer may need.

• Some states have "caps" on the amount of tuition they will pay– although it cannot be less than the amount for which the service can reasonably be secured. This means that if a student opts for an expensive school, when the same program is available at a lesser cost, the student may have to pay the additional amount.

T 3. Once approved for college sponsorship, a VR client's sponsorship is not automatically approved each successive year until graduation.

• In order to secure sponsorship each semester or quarter (depending on the system), the student is required to maintain contact with his/her VR counselor and to keep the counselor up to date on all transcripts, changes in courses or curriculum, financial status, problems encountered, or the like.

F 4. It is the responsibility of the postsecondary institution to send regular transcripts of courses and grades to the counselor of the VR-sponsored student.

• Because of confidentiality laws, a postsecondary institution cannot send transcripts or other such material to a VR counselor without the student's consent specific to each document. It is therefore imperative that the school stress to the student that this is the student's responsibility, and that it is essential to receive continued VR sponsorship.

F 5. VR will cover the cost of interpreters, computer-assisted real time, note-taking, or assistive listening devices to ensure a student's communication access to the classroom.

• Not necessarily-Since the passage of ADA, this has varied from state to state. Some will pay all–some will pay part–some will pay none. The 1998 Amendments to the Rehabilitation Act mandates that cooperative agreements be developed at the State level between VR and Higher Education. This may help to clarify this longstanding issue, but will continue to vary from one state to another.

T 6. The postsecondary program will cover the cost of interpreters, computer-assisted realtime or notetaking, or assistive listening devices to ensure a student's communication access to the classroom.

• If the student is a VR client, the school will try to work out a cooperative funding agreement with VR, but if VR refuses to pay, the school will pay.

• If the student is not a VR client, it is the school's responsibility. (It is clearly not the financial responsibility of the student.)

F 7. The VR counselor determines the most appropriate employment goal for the student/client based on his/her abilities, interests, and aptitudes.

• Although the employment goal is based on those attributes, the decision is a joint decision (consumer and counselor).

T 8. All other sources of funding must be explored and used prior to VR money.

• Because of its mandate to seek and use all similar benefits, VR is considered the "last dollar".

T 9. Some VR agencies have "caps" or maximum spending limits on some services.

• However, they may not be so low that the service is not able to be purchased reasonably for that price.

F 10. All VR counselors are "experts" on hearing loss and related social, vocational, communication, and technological needs.

• Many state agencies have "counselors for the deaf and hard of hearing" who do have special knowledge and skills. However, because of geographic and other reasons not all persons with hearing loss become assigned to these counselors.

• Some states have no specialized counselors–all caseloads serve all disability groups. These counselors will have varying levels of expertise concerning hearing loss.

F 11. All postsecondary staff are "experts" on hearing loss and related social, vocational, communication, and technological needs.

•This will vary according to the program the school has and its past experience working with students who are deaf or hard of hearing.

F 12. All persons with hearing loss are "experts" on hearing loss and related social, vocational, communication, and technological needs.

• Just growing up with a hearing loss does not mean you are educated about the psychosocial, vocational, and communication/technological aspects. Most students with hearing loss will need substantial information and counseling in these areas.

F 13. VR can pick up a student who is already enrolled in college and pay tuition retroactively.

• VR cannot pay for <u>any</u> service retroactively. Payment for needed services, tuition or other, cannot begin until after eligibility is determined and an individual plan for employment (IPE) is developed and signed by both the student and the VR counselor.

T 14. If a student and postsecondary staff member agree to a curriculum change without the VR counselor's involvement and consent, VR sponsorship will be jeopardized.

• The VR counselor must develop an amended plan with the student prior to any significant changes being made in employment goal, curriculum, or other major service.

T 15. It is possible for a student to change curriculum or degree goal and not lose VR sponsorship.

• With justification, a student can contact his/her VR counselor and request a change. However, this must be approved and documented in an amended plan <u>prior to</u> any change being implemented.

F 16. A college counselor should always share a student's grades with the VR counselor and report if the student has any problems or quits.

• Again, confidentiality laws prohibit the school from "reporting" to the VR counselor. The school counselor should therefore urge the student to share grades and any problems with the VR counselor–especially since the VR counselor is in a position to offer counseling and support for identified problems.

Coordinator's Workshop
E V A L U A T I O N

Site Coordinator _____

Title of Workshop _____

Type of Workshop _____

(e.g., lecture, panel discussion, consortium meeting, etc.)

Name(s) of Presenter(s) _____

_____

_____

Number of Participants ☐

Type of Audience _____

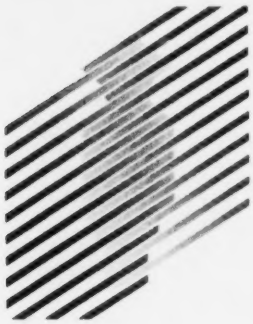
(e.g., high school students, consortium members, college faculty, etc.)

Number of Completed Evaluations ☐

Other comments:

Transparency Masters

CONNECTIONS



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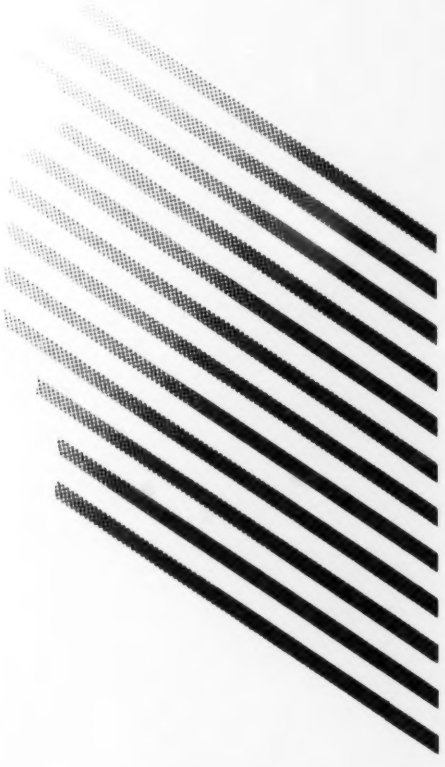
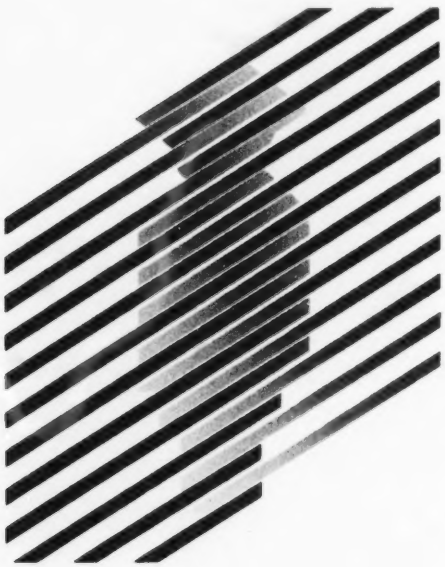
Transparency Masters

T-1: Welcome & Pre-Test Instructions
T-2: Workshop Objectives
T-3: Historical Highlights of VR
T-4: VR Purpose
T-5: Postsecondary Education Purpose
T-6: VR Eligibility Criteria
T-7: Individual with a Disability
T-8: Assessment
T-9: Informed Consumer Choice
T-10: Buckley Amendment



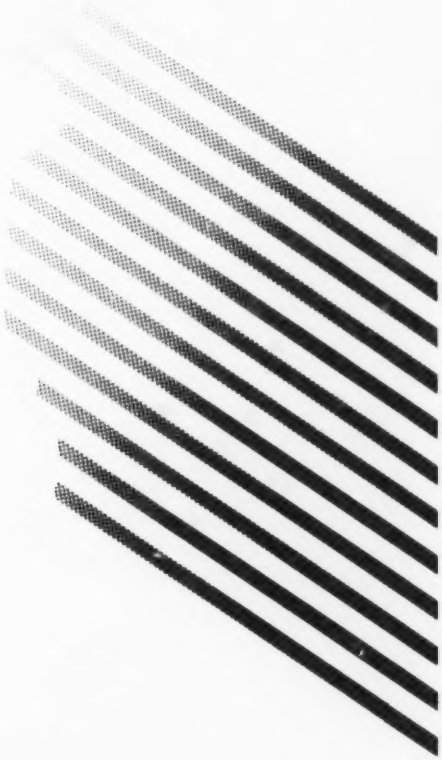
Welcome
to the CONNECTIONS Workshop



Please help yourself
to refreshments
and complete the Pre-Test
before we get started.

Workshop Objectives

- To provide a clear understanding of the VR philosophy, eligibility criteria, & services.
- To provide experience in using communication accommodations.
- To identify issues or problems in coordination of services for VR-sponsored students.
- To identify training needed by Higher Ed staff & VR staff.
- To develop a postsecondary education/VR cooperative working relationship that will result in optimal services for VR-sponsored students who have hearing loss.



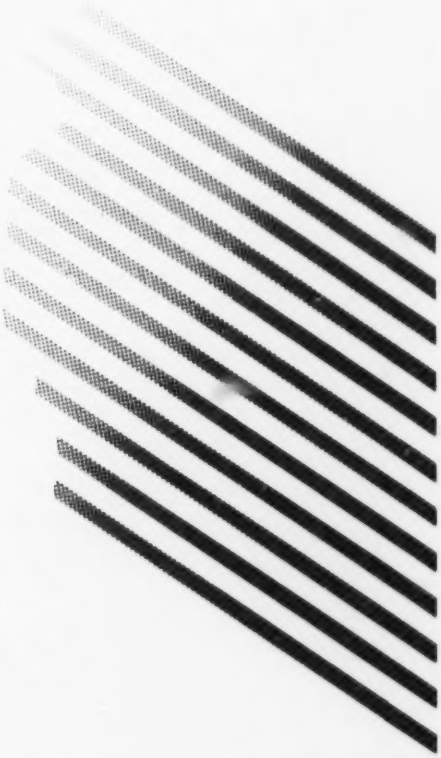
Historical Highlights of Vocational Rehabilitation

- 1920:
  - Civilian VR began

- 1973:
  - Emphasis on more severely disabled
  - Individualized Written Rehabilitation Program (IWRP) mandated
  - Nondiscrimination in employment for people w/disabilities

- 1992:
  - Expanded eligibility
  - Strengthened informed consumer choice

- 1998:
  - Mandated interagency agreement with Higher Ed
  - Changed IWRP to Individualized Plan for Employment (IPE)
  - Added mediation to appeals process

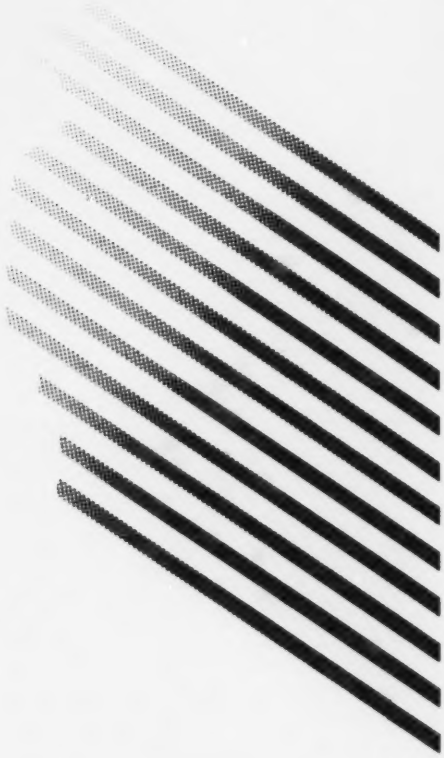


Purpose and Expectation of Vocational Rehabilitation

To empower individuals with disabilities to maximize employment, economic self-sufficiency, independence, and inclusion and integration into society.

Consistent with the individual's

- strengths
- resources
- priorities
- concerns
- abilities
- interests
- informed choice

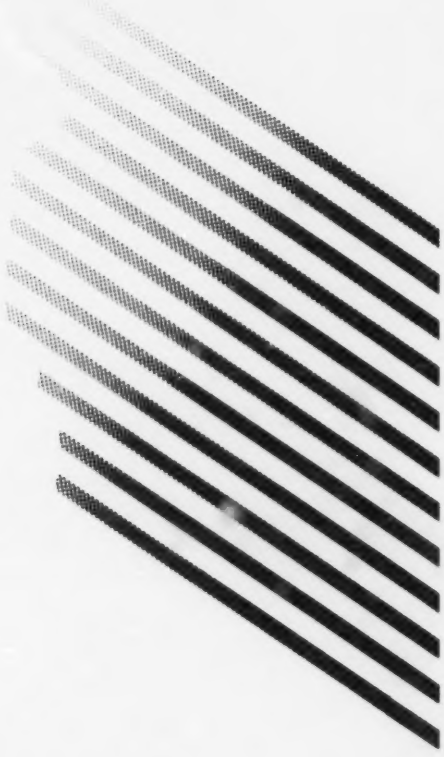


Postsecondary Education Purpose & Outcome Expectation

Purpose
To prepare men and women to live and work in society through:

- challenging, creative academic programs
- high standards that enable students to develop values that will enhance their lives professionally

Outcome expectation
Degree or certificate that demonstrates academic competence



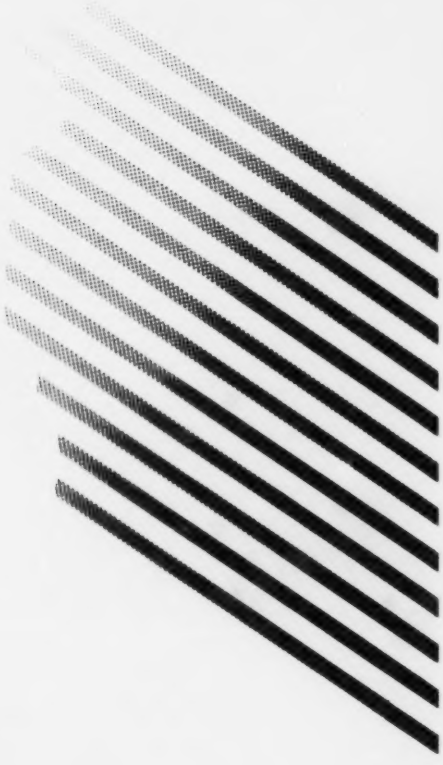
Vocational Rehabilitation Eligibility Criteria

Criterion 1:

- Individual has a disability (by definition of Rehabilitation Act).

Criterion 2:

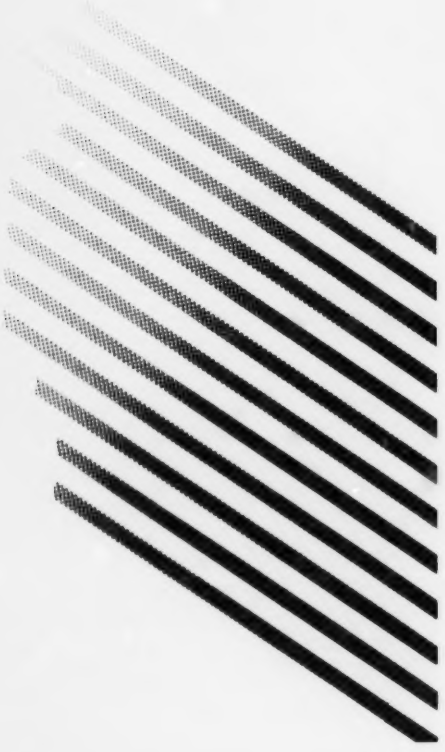
- Individual requires VR services to prepare for, secure, retain, or regain employment.



Individual with a Disability

An individual with a disability is a person who:

- has a physical or mental impairment that constitutes or results in a substantial impediment to employment
- can benefit in terms of an employment outcome from VR service (Rehabilitation Act Definition)



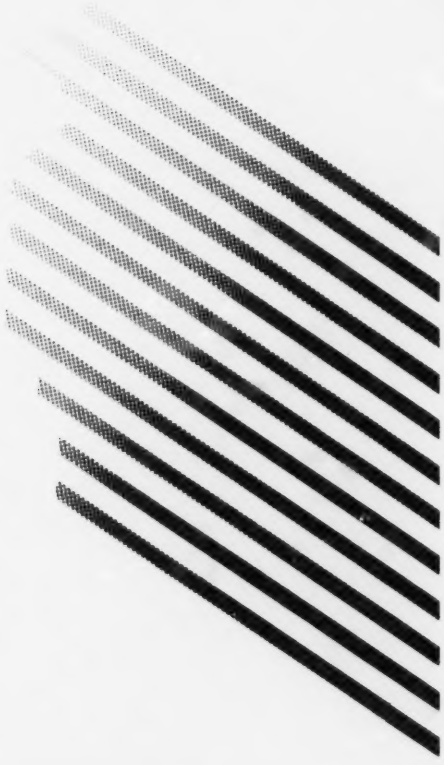
Assessment

Information is gathered about a consumer's unique:

- strengths
- resources
- priorities
- concerns
- abilities/capabilities
- interests
- needs
- informed choice

to help determine his/her

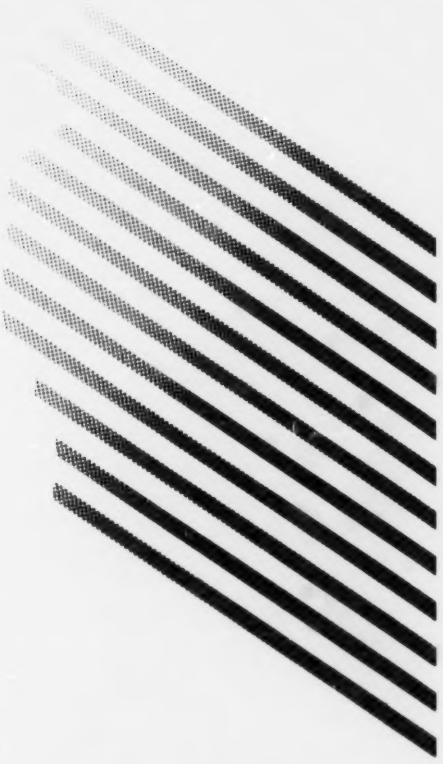
- eligibility
- employment goal
- services he/she needs to reach that goal



Informed Consumer Choice

Consumers have choices of *appropriate* options in their:

- Employment Outcome
- Specific VR Services
- Service Providers
- Methods to Procure Services
  (They *may* have to contribute to the cost.)

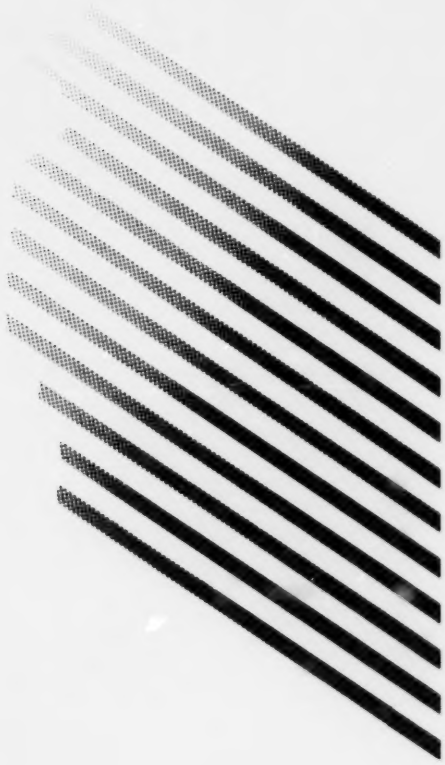


Buckley Amendment

Educational records may be released only to student (unless written release given).

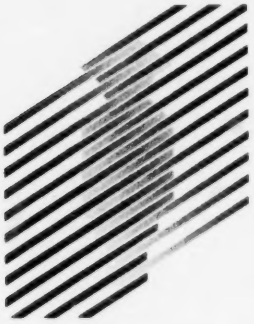
Restricted information:

- Social security number
- Birthdate
- Courses & elected majors
- Schedules
- Grades/transcripts
- GPA/credits earned



Handout Masters

CONNECTIONS



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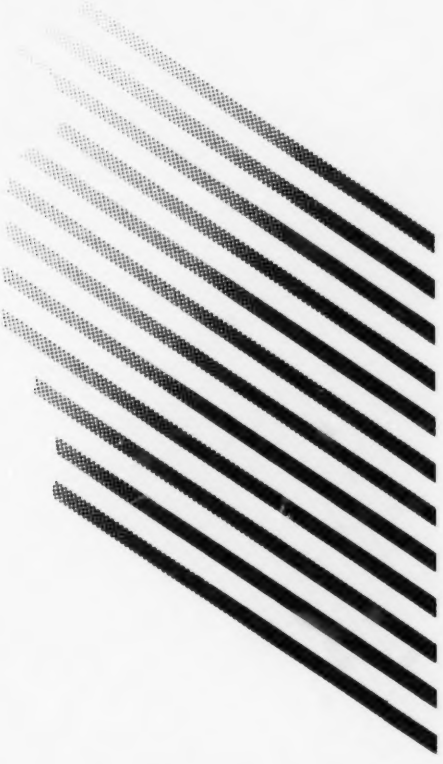
Handout Masters

H-1: Participant Registration Form
H-2: Sign-In Sheet
H-3: "Test Your Knowledge" Pre-Test
H-4: Communication Protocol
H-5: Workshop Agenda
H-6: Acronyms
H-7(a)&(b): Important Legislation
H-8: Buckley Amendment
H-9: Collaborative Planning Worksheet
H-10: Workshop Evaluation Form



CONNECTIONS

PARTICIPANT REGISTRATION FORM

Name _____

Employer _____

Job Title _____

Address _____

City _____ State _____ Zip _____

Telephone Number _____ TTY Number _____

Fax Number _____ Email Address _____

What special accommodations do you require for workshop participation?

_____

_____

What kind of support services have your students/clients who are deaf or hard of hearing requested?

_____

_____

_____

_____

What kinds of technology have your students/clients who are deaf or hard of hearing requested?

_____

_____

_____

_____

Do you have any specific questions about accommodating students who are deaf or hard of hearing in postsecondary programs? _____

_____

_____

_____

_____

_____

CONNECTIONS

SIGN-IN SHEET

Name	Address	Phone/Fax/Email

"TEST YOUR KNOWLEDGE" PRE-TEST

Mark each question T (true) or F (false).

___ 1. All high school graduates who have a significant hearing loss are eligible for VR services.

___ 2. VR will pay for any eligible student who is deaf to attend the college of his/her choice.

___ 3. Once approved for college sponsorship, a VR client's sponsorship is not automatically approved each successive year until graduation.

___ 4. It is the responsibility of the postsecondary institution to send regular transcripts of courses and grades to the counselor of the VR-sponsored student.

___ 5. VR will cover the cost of interpreters, computer-assisted realtime, notetaking, or assistive listening devices to ensure a student's communication access to the classroom.

___ 6. The postsecondary program will cover the cost of interpreters, computer-assisted realtime or notetaking, or assistive listening devices to ensure a student's communication access to the classroom.

___ 7. The VR counselor determines the most appropriate employment goal for the student/client based on his/her abilities, interests, and aptitudes.

___ 8. All other sources of funding must be explored and used prior to VR money.

___ 9. Some VR agencies have "caps" or maximum spending limits on some services.

___ 10. All VR counselors are "experts" on hearing loss and related social, vocational, communication, and technological needs.

___ 11. All postsecondary staff are "experts" on hearing loss and related social, vocational, communication, and technological needs.

___ 12. All persons with hearing loss are "experts" on hearing loss and related social, vocational, communication, and technological needs.

___ 13. VR can pick up a student who is already enrolled in college and pay tuition retroactively.

___ 14. If a student and postsecondary staff member agree to a curriculum change without the VR counselor's involvement and consent, VR sponsorship will be jeopardized.

___ 15. It is possible for a student to change curriculum or degree goal and not lose VR sponsorship.

___ 16. A college counselor should always share a student's grades with the VR counselor and report if the student has any problems or quits.

COMMUNICATION PROTOCOL

Since the communication modes and needs of persons who are deaf, late-deafened, and hard of hearing differ considerably, it is important to establish rules in meetings or workshops in which more than one mode will be used. It is only with a level playing field that there will be a balance of participation, and that the interest and optimal input of all present will be possible.

1. Do a communication check at the start of the session, asking everyone who needs accommodations if they can see their interpreter or computerized captioning screen comfortably and to check that all equipment for the assistive listening devices is in working order.

2. Arrange seating so that individuals who have a hearing loss can see the faces of all participants. This assists with both speechreading and checking on emotion, body language, etc.

3. Although time consuming, it is helpful to have each person introduce him/herself so that a face can be attached to a name, and individuals using an interpreter or computerized captioning will know who is speaking or referred to by name.

4. All present must be held to turn taking. If possible, they should be recognized by the group leader by name or should state their own name.

5. Sufficient time must be allowed after a question has been asked to permit the captioner to catch up, and the person using the captioning sufficient time to react or respond.

CONNECTIONS

WORKSHOP AGENDA

8:30 - 9 a.m.	Registration & Pre-Test & Coffee
9 - 9:30 a.m.	Communication check Housekeeping Introductions (trainer & participant) Workshop objectives & overview
9:30 - 9:45 a.m.	Video-Part I: VR History/Overview
9:45 - 10:15 a.m.	Interactive discussion of Pre-Test
10:15 - 10:30 a.m.	BREAK
10:30 - 10:50 a.m.	Video-Part II, Section 1 Discussion on: referral; assessment; eligibility; employment goal; informed consumer choice.
10:50 - 11:10 a.m.	Video-Part II, Sections 2 & 3 Discussion on: economic needs test; financial caps on services; range of services; financial aid application; out of state sponsorship; paperwork coordination.
11:10 - 11:30 a.m.	Video-Part II, Section 4 Discussion on communication access (who pays, securing, coordinating).
11:30 - 11:50 a.m.	Video-Part II, Section 5 Discussion on: student responsibilities; confidentiality.
11:50 - 12:15 p.m.	Identification of problems/issues & needed follow-up training.
12:15 - 12:30 p.m.	Wrap up & Evaluations

CONNECTIONS

ACRONYMS

ADA	Americans with Disabilities Act
ALDs	Assistive Listening Devices
C I	Cochlear Implant
C-PRINT	Computerized Captioning System
CAN	Computer-Assisted Notetaking (captioning)
CART	Computer-Assisted Real Time (captioning)
CSAVR	Council of State Administrators of Vocational Rehabilitation
IEP	Individualized Education Plan
IPE	Individualized Plan for Employment
NETAC	Northeast Technical Assistance Center
NTID	National Technical Institute for the Deaf
OSERS	Office of Special Education and Rehabilitative Services
OSS	Order of Selection for Services
RCD	Rehabilitation Counselor for the Deaf
RIT	Rochester Institute of Technology
RSA	Rehabilitation Services Administration
SSI	Supplemental Security Income
SSDI	Social Security Disability Insurance
SCD	VR State Coordinator of Services for Individuals who are Deaf or Hard of Hearing
TTY	Teletypewriter (used synonymously with TDD or TT)
VR	Vocational Rehabilitation

CONNECTIONS

Important Legislation Affecting the National Rehabilitation Program

1916 **National Defense Act**-Designed to facilitate return of soldiers to civilian life.

1917 **Smith-Hughes Act**-Established a federal/state program in vocational education and created the Federal Board of Vocational Education.

1918 **Smith-Sears Veteran's Rehabilitation Act**-Expanded the Federal Board of Vocational Education to provide vocational rehabilitation services nationally to disabled veterans.

1920 **Smith-Fess Act**-Began program of Vocational Rehabilitation for civilians. Services were intended for people with physical disabilities only and were primarily vocational in nature.

1930 **Veterans Administration** was established.

1935 **Social Security Act** was established and first permanent authorization made for VR program.

1936 **Randolph-Sheppard Act**-Created the blind vending program.

1943 Separate law was established for rehabilitation of veterans.

1943 **Vocational Rehabilitation Act Amendments of 1943**-Increased funding, expanded to include emotionally disturbed and mentally retarded, began physical restoration services, split rehabilitation for the blind from general rehabilitation.

1954 **Vocational Rehabilitation Act Amendments of 1954**-Expanded the role of the state agencies and provided them with significantly more funding and additional program options.

1965 **Vocational Rehabilitation Act Amendments of 1965**-Expanded services to rehabilitation clients; introduced extended evaluation to determine eligibility, established National Commission on Architectural Barriers to Rehabilitation of the Handicapped.

1965 **Amendments to Social Security Act**-Established Medicare and Medicaid programs.

1973 **Rehabilitation Act of 1973**-Comprehensive rewrite of the Act placed priority on services to individuals with severe disabilities; created the Individualized Written Rehabilitation Program (IWRP) which was intended to make the rehabilitation client a full partner in the rehabilitation process; established Title V protection for certain civil rights of people with disabilities; established the Client Assistance Program.

1974 **Buckley Amendment**-Assured confidentiality of educational records.

1974 **Amendments to the Social Security Act**-Established the federal Supplemental Security Income (SSI) program, which included benefits for individuals who are disabled.

CONNECTIONS

Important Legislation Affecting the National Rehabilitation Program

(continued)

1975 **P.L. 94-142**-Mandated free appropriate public education for all disabled children.

1978 **Rehabilitation Act Amendments of 1978**-Title VII provided comprehensive independent living services as a recognition that substantial gainful activity in the form of employment was not the only outcome to be gained from rehabilitation services.

1986 **Rehabilitation Act Amendments of 1986**-Rehabilitation engineering services and supported employment services included.

1990 **Americans with Disabilities Act**-Established extensive protection of the rights of people with disabilities.

1992 **Rehabilitation Act Amendments of 1992**-Changed eligibility requirements so that the rehabilitation agency has to demonstrate that an individual cannot benefit from services before being deemed ineligible; strengthened consumer participation in the IWRP process; established consumer-controlled State Rehabilitation Advisory Councils (SRAC) and State Independent Living Councils (SILC).

1998 **Rehabilitation Act Amendments of 1998 (Title IV of the Workforce Investment Act)**-Strengthened informed consumer choice mandate; changed IWRP to IPE (Individualized Plan for Employment); added mediation option to the appeal process; mandated interagency agreements with Higher Education.

CONNECTIONS

Buckley Amendment
(The Family Educational Rights and Privacy Act of 1974)

This Act is designed to assure students over age 18 or those attending an institution of postsecondary education "[to] access to their educational records and to protect such individuals' right to privacy by limiting the transferability of their records without their consent."

In most cases, student educational records are considered restricted information and may be viewed by the individual student to whom they pertain, but will not be released to a third party without written release from the student specifying which records are to be released, and to whom.

Typically, restricted information includes:

- social security number
- birth date
- courses/majors elected
- schedule of elected courses
- grades or other academic evaluations, i.e., GPA, number of credits earned
- transcripts

COLLABORATIVE PLANNING WORKSHEET

Issue:

Activities to Resolve	Person Responsible	Deadline

CONNECTIONS

WORKSHOP EVALUATION FORM

Title of Workshop:_____

Date:_____

Please take a few minutes to complete this form. We appreciate your feedback and suggestions.

FOR EACH ITEM BELOW PLEASE CIRCLE THE RESPONSE THAT BEST DESCRIBES YOUR OPINION.

SA= Strongly Agree **A**= Agree **N**= No Opinion **D**= Disagree **SD**= Strongly Disagree **NA**= Not Applicable

1. This workshop met or exceeded my expectations.	**SA A N D SD NA**
2. The information will be useful in my job, professional development, or studies.	**SA A N D SD NA**
3. The presenters offered material that was relevant to my needs.	**SA A N D SD NA**
4. The presentation was clear and understandable.	**SA A N D SD NA**
5. The presenters were well informed and offered new and interesting information.	**SA A N D SD NA**
6. The handouts and other written materials were helpful.	**SA A N D SD NA**
7. Based on this workshop I will make some changes at my worksite, in my professional development, or in my studies.	**SA A N D SD NA**

8. What did you like best about this workshop?

9. What did you not like about this workshop?

10. What changes will you make based on this workshop?